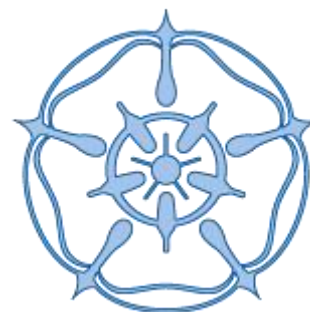


4 March 2022

CARSHALTON HIGH SCHOOL FOR GIRLS

NEWSLETTER

Excellence: everywhere, every day.



Headteacher's Welcome

Dear Parents/Carers

There is a hint of longer days starting to appear which is bringing a really nice balance to our school day! High expectation remains the central feature of who we are as a school and it's great to see so many students smiling and saying 'good morning' to our staff when they arrive and 'goodbye' on their way home. Getting these basics right is having an enormous positive impact on our school culture and forms part of our "Excellence: every where, every day" standard. Like the longer days, long may it last!

Matilda Production

The cast and crew of our Matilda production have been rehearsing and preparing for their two shows throughout the past few weeks. The students have worked incredibly hard to make this the best show ever, and having had a sneaky peek at it they have definitely achieved their goal! We invited a number of our local primary schools to attend the matinee performances and the visitors really enjoyed spending time here at

Carshalton High School for Girls. If you haven't got your tickets yet the final show is tonight and you can pay at the door. Please make sure you do come and support our school and show your appreciation for the hard work and efforts of our students.

Year 11 Careers Day

It's all go for Year 11 at the moment. Following hot on the heels of their first round of centre examinations we held a Careers morning on **Tuesday 22nd February**. The focus of the morning was to ensure all of our students have clear plans for September 2022. Speaking of which, we have had the highest number of applications into the Sixth Form from our students ever which is fantastic to see! There are a series of events occurring between now and the end of the academic year to get all the students who have applied prepared for life after their GCSEs. The current Year 11 are a fantastic, hard-working and funny year group and I look forward to welcoming so many of them back in September.

Year 7 Parents Consultation

We held our first Parents Consultation with the newest members of **#teamchsg** on **Thursday 24th February**. It was wonderful to hear so many positive comments about life in Year 7 and the progress the students are making. The feedback we have from parents/carers has been extraordinary and we are really impressed with the year group's determination to learn and be involved in the full school life.

Culture Awareness Day

Today is one of our Culture Awareness Days, which forms part of a wider celebration of our nature as a diverse and inclusive school. Throughout today we will be running assemblies, stalls celebrating different cultural backgrounds, cultural dress, tutor time activities, a fashion show and competitions. More details will follow in our next Newsletter but please take a look at our social media sites for highlights throughout the day.

International Women's Day

We will be celebrating International Women's day throughout next week with the main events being planned for **Tuesday 8th March**. We will hold assemblies all week and there will be focus on influential women in each subject lesson throughout Tuesday. The theme this year is *#Breakthebias*. You can find out more about the day via the link below. Again, please check out our social media for events throughout the week.



[International Women's Day 2022 \(internationalwomensday.com\)](https://internationalwomensday.com)

Visiting the School

I must make it clear to all parents/carers that if you wish to speak to a member of my Senior Leadership Team you must have a pre-arranged appointment. My team are not usually sat in offices but instead are in and out of classrooms, monitoring the culture and quality of teaching and learning as well being on duty at both break and lunchtime. It is impossible for them therefore to be available upon request.

Instead, our Office Team will ask for one of our Pastoral Support Officers or the Head of Year/Deputy Head of Year to meet with parents/carers who arrive at reception without an appointment. They have overall responsibility for the year group and they know your daughter better than anyone else, so they are best placed to deal with any situation. They will triage the matter and let Senior Leaders know if necessary.

Finally, a reminder that **Tuesday 19th April** (apologies I got the date wrong in our last newsletter) is a 'work from home' day for students. Staff will be in school but students should remain at home and complete the work that has been set for them. Work will be set on MS Teams for students to complete and we will send out further details and reminders over the next half-term. Please add this date to your diary.

Have a lovely weekend

Mr M M J Devenney



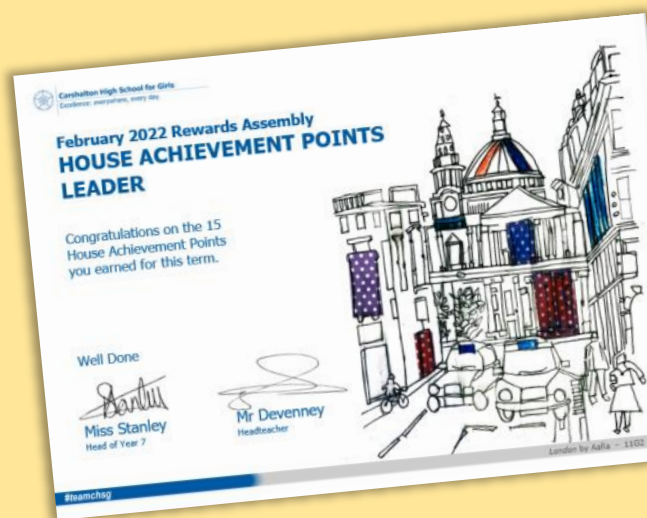
YEAR 7

Head of Year: **Miss L Stanley**
Asst Head of Year: **Miss M Martino**
Pastoral Support Officer: **Mrs B Watkins**

Rewards Assembly

We were delighted to end the Spring 1 term with our rewards assembly. We were pleased to spotlight those students who had been nominated by their subject teachers for their efforts and achievements, as well as those students who achieved the highest number of HAPs in their Tutor Groups and those students nominated by their tutor (Tutor's Choice award) for their conduct, and attitude in tutor time and across the wider school community. The winners of the latter two categories are below.

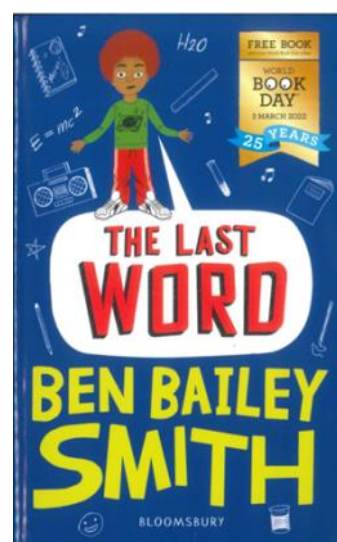
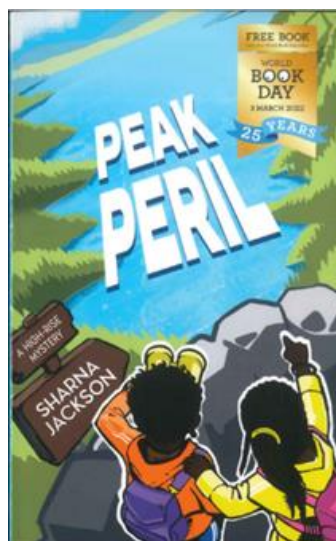
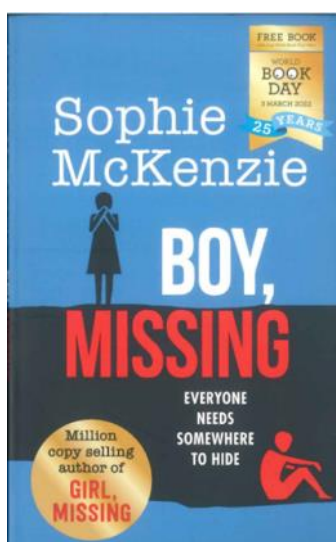
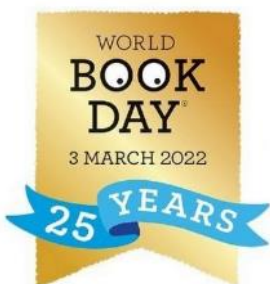
	HAPs Leader	Tutor's Choice
7B1	Mia F	Imani W
7B2	Bethia G	Julia K
7G1	Rosie A	Ruby M
7G2	Isabella D	Rose B
7R1	Leila M	Helin K
7R2	Anjali R	Leyla K
7Y1	Soumya M	Imogen R
7Y2	Anushri B	Georgia B



World Book Day 2022

We enjoyed being able to celebrate World Book Day (WBD) yesterday, 3rd March, by giving each student a £1 book token which can be used as part payment against any book of their choice. Many students flocked to our WBD Book stall to take advantage of our special offer of an entire book for their £1.

The stall was manned by some of our Year 12 students (pictured before the influx!) who enjoyed their swift interactions with some of our youngest students. Thank you for all you are doing at home to encourage your daughter to read – if you are looking for recommendations please do ask your daughter to speak to her English teacher for suggestions that would be suitable.




Head of Year: **Mrs L Oladokun**
Asst Head of Year: **Mrs A Bignall**
Pastoral Support Officer: **Miss H Garrard**

I hope this newsletter finds you well. It's hard to believe that we're already more than halfway through the year. This term is already one with many "firsts".

Another first was the live assembly in the hall today! All the tutors, Mrs Bignall and I are super proud of the way they conducted themselves as they entered the hall, during and after the assembly. Well done Year 8!

The votes will then be counted up and the three topics with the most votes become the newly elected Members of Parliament. Members of Parliament choose themes for their two-year term.

BALLOT PAPER



Make Your Mark 2022

We want to know what topic you care about most. You have **one** vote, please mark an **X** in the box next to the topic you would like to vote for.

Each topic has some examples of what it could include.

Covid-19 Recovery Including Young People in the Recovery Plan	<input type="checkbox"/>
Education and Learning Improved Climate Education, Free University, Better Mental Health Education	<input type="checkbox"/>
Environment Climate Change, Plastic Pollution	<input type="checkbox"/>
Health and Wellbeing Improved Access to Mental Health Support, End Food Poverty, Banning Gun Conversion Therapy	<input type="checkbox"/>
Jobs, Money, Homes and Opportunities More Training and Apprenticeships, Ending Homelessness	<input type="checkbox"/>
Our Rights and Democracy Votes at 16, Freedom of Speech, Building a Better Relationship Between Young People and Government	<input type="checkbox"/>
Poverty End Child Poverty	<input type="checkbox"/>

Why have you chosen this topic?

This topic is important to me because

Your teacher will ask you to put up for the class tally. This vote is sent off and we will let you results of the vote!

They even had the opportunity for their very first vote! They got to have a say on what the elected members of the Youth Parliament will be campaigning on for the next two years.

As always, we ended last term with our rewards celebration assembly. Many students were recognised for their effort and hard work in different subjects.

Congratulations to **Chloe D** in **8R2** for receiving the **Head of Year Award**. She received this for the commitment she's shown and dedication to the school's football term; as well as for her achievement in winning the Football Association and Nationwide Building Society competition.



YEAR 8

Tutor Group Speaks - 8R1 & 8R2

I always look forward to the start of the week with 8R1, because that's when we highlight the students who received the most HAPs the week before! It's always a fun way to highlight those students who have excelled in their lessons, and we're always looking for a reason to give each other a round of applause!

We recently had our first centurion... **Estella** was the first to 100 HAPs and we're all very proud. I'm looking forward to seeing many more achieve the milestone soon!

It's been a busy time recently, with the class reflecting on their recent assessments and honing their revision techniques that were discussed in the metacognition sessions last term. This term we've discussed a range of topics in our PDP sessions, such as puberty and mental health. I've been impressed with everyone's maturity while discussing some tricky topics, well done 8R1!

One of the things that makes me proud of being the tutor for 8R1 is the way the class care and support each other. Everyone is respected for being themselves and in our class discussions I've seen the students learn from each other. Whatever the day brings, there'll always be someone in the class trying to make us all smile!

I personally enjoy the 'tutor reads' every morning, sharing the joy of expressive language and the shared imagination you can create by reading literature together.... It's not often you'll hear a Maths teacher say that! I hope the class has been as enthused by the opportunity as I have.

Mr Z Rahman

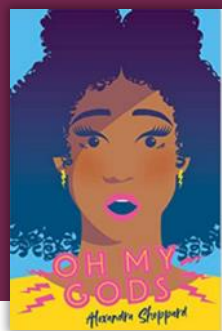
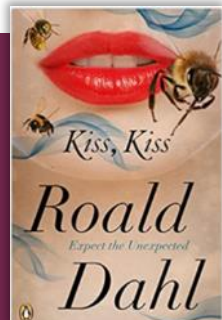
In tutor time, we have been reading a book called '**Kiss Kiss**' by **Roald Dahl**. It is a collection of unsettling stories and twisted tales about people. There is a total of eleven stories in this book. So far, we have read up to 'Royal Jelly' which is the sixth story.

My favourite chapter of this book is 'William and Mary'. It is about a controlling husband and a wife. William has fallen ill and is in hospital. He has donated his brain to science and now Mary controls him.

Abinaya's favourite chapter is 'Mrs Bixby and the Colonel's Coat'. Personally, we have not quite enjoyed this book as it's a little grown up for us. However, people of another age might think this book is delightful.

Last term we finished a book called '**Oh My Gods**'. The book was about a girl living in London named Helen whose family members are Greek gods and goddesses. Her dad is Zeus and her half-sister is Aphrodite. Helen falls in love with this guy Marco. Spoiler alert!! Marco is a backstabber and is sent to live on Mount Olympus! This book has awkward and cheesy moments and we had lots of fun reading it.

Rhemayah E and Abinaya S



Why to never give up....

I wanted to talk about one of my experiences from primary school which taught me why to never give up!

In Year 6 (in lockdown), my teacher emailed me and told me that there was a 'secret' themed story writing competition. I really enjoy writing, so I decided to take part! When writing it, I wasn't too confident and although I tried hard, I had no faith in myself. After many hours of work, I finally finished writing it and sent it to my teacher, not expecting anything back.

About two days later, I got an email back from my teacher, and she told me that she was able to pick three stories to go through and she chose mine as well as two others! I was so shocked to hear this and it encouraged me to have more faith in myself! Around one day later, I found out that I was one of the winners (out of the whole UK)! This taught me to always believe in myself and even if I don't achieve something I want to, I can always try again! And you can too!



Zurnaina A 8R2

YEAR 9

Head of Year: **Miss Williams**
Asst Head of Year: **Ms S Brice**
Pastoral Support Officer: **Mrs W Newman**

Dear Parents/Carers

The Year 9 students have made an excellent start to this half term. It is really lovely to see so many of our year group consistently doing the right thing and withholding our school values. We have lots of things coming up over the next coming weeks, including the third instalment of our whole school Personal Development Programme, Year 9 examinations and Careers Day.

Upon our return to school, we wanted to take the opportunity to speak with our students about how they are getting on and what could be done to make their experience of school even better. The feedback we have had has been very positive as well as constructive, which will help us look at ways we can improve our leadership and opportunities within the year group going forwards.

One of our students had this to say:

"I am really enjoying Year 9 so far. As we have now chosen our options, I get to do the subjects that I love more frequently. Furthermore, I have liked being on the dance and netball team. You get to work with other people and I have made new friends in other year groups. As a student voice rep, I enjoy leading discussions in my form and hearing what they think about certain areas at school and within Year 9.

I love going to an all-girls school as I think as young women we help to empower each other and look out for each other, which makes us much closer and united as a year group."

Arianne - 9B1

On **Thursday 3rd March**, we had our annual World Book Day celebrating all of the literature that has inspired us and what makes reading enjoyable. Our Tutor Reads Programme has been embedded into our CHSG way of learning, with tutors and students spending time in the mornings to read literature across a range of different topics and cultures.

We want to extend the love of reading beyond our school gates, and so we have given our students a book token for them to use in any major book store to get money off when buying their beloved tales. We look forward to hearing more about the stories they have been reading!

GOLDEN TICKETS

Congratulations to the students below. They earned the most Golden Tickets in the Year group for last week.

Hafsa - 9B1

Alana - 9G2

Hatti - 9G1

Isabel - 9R2

Constance - 9Y2

Aimee-Louise - 9Y2

Eleni - 9R1

Well done!

Miss Williams
Acting Year Leader

YEAR 10

Head of Year: **Mrs N Devaney**
Asst Head of Year: **Ms D Johnson**
Pastoral Support Officer: **Mrs A Baker**

Work Experience Week

As you may already be aware, as part of the Year 10 Careers morning, students had an introduction to work experience. For all students at Carshalton High School for Girls a week of work experience forms part of the careers curriculum and all students will be completing this from **Monday 9th to Friday 13th May 2022**. Work experience is a valuable opportunity for students to develop a wide range of skills, including teamwork and communication. Students also gain the knowledge of how organisations work and build confidence in interacting with adults outside of school.

All students are expected to find themselves a placement within a setting they are interested in as a future career path. By now, students should have completed their CV and already started to approach local businesses to see if they offer work experience placements. There are a wide range of settings that do offer placements, for example local primary schools, libraries and restaurants.

We would appreciate parents assisting their daughters to do this however, at the same time ensuring they take responsibility themselves in securing the placement. If you have the time to have a look over your daughter's completed CV, this would be beneficial and a good way for you to be involved in the process. We understand how difficult finding work experience is and we will be here to support students who can demonstrate they have explored all avenues but have been unsuccessful in securing a placement.

You will expect to receive an email soon with all the details of the programme and a link to give parental consent. This must be completed as soon as possible as students are unable to be offered placements if we do not have consent.

If you would like any more information or have any questions please email me directly on -
dphelps-gardiner@carshaltongirls.org.uk.

Year 10 Exams

Year 10 Assessment week: Monday 21 March to Friday 25 March

We are approaching the time for our March assessments for Year 10. These assessments will be held over a period of one week and will take place **during lesson time in classrooms**.

On Tuesday you will have received a booklet to support Year 10 students with their assessment preparation.

This booklet gives you and your daughter more information regarding the content of the assessment and the key skills and subject knowledge that will be examined for each subject.

YEAR 10

Be Her Lead comes to an end for this year!

The last session of the **Be Her Lead** programme was held on Wednesday, 9th February with the students presenting the pieces they had prepared the week before on Women in STEM and then creating Mood Boards to remind them of their strength and abilities as women of the future. They were then presented with their certificates of participation for their involvement in the programme over the past 12 weeks. The students looked at everything from Managing their Finances to Trust and Teamwork, to Self-care techniques amongst other topics.

On behalf of the team, we would like to say a huge congratulations to the students for their achievement and unwavering commitment to the Be Her Lead programme. We look forward to working with them to recruit the next set of students in the coming school year!

We hope we have produced more confident young women who are now not afraid to make their voices heard and who now have a wealth of resources to draw on to help them achieve their full potential.

Well done, girls and the very best for the future!

Ms. D. Johnson

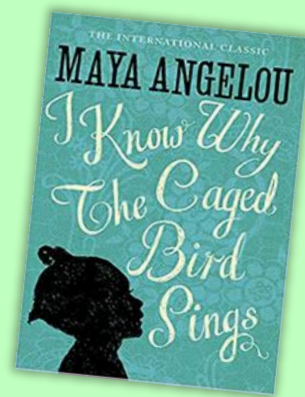


10R2 Speak Out!

On *their Tutor Reads*...

The book we are reading is called '*I Know Why the Caged Bird Sings*' by **Maya Angelou**. It is an autobiographical novel about her life. I believe that the book is written beautifully and brings up important topics such as racism and the struggles she faced as a black woman growing up in those times. However, some themes in the book are quite upsetting and somewhat disturbing to read about. There are mentions of assault, more specifically to Maya herself. Despite this, it is moving to see how she could overcome these tough times and become an inspiration to people of the 21st century.

Katie



'*I Know Why the Caged Bird Sings*' uncovers how society was very different back in the 1930's - 40's. It shows the shocking reality of black people in America throughout this time and the discrimination they faced. The book is very explicit and does not hold back, with vivid descriptions of events, giving us (a 21st century audience) a glimpse of life back then. It touches on sensitive topics such as rape and racism, and has allowed us to have group discussions about such stigmatization. I personally have really enjoyed the book and the way that Maya Angelou has retold her life. I really like the vocabulary she uses as well as the way in which it is used. I would definitely like to read one of her other books in the future.

Catherine

Year 10 Personal Development Programme Sessions

We have been looking at stress, mental health and time-management in our PDP in tutor times. For example, we have looked at making a timetable of our day to try to manage our time in order to make our day less stressful, whilst still managing to get the things we need to do done. The PDP workbooks have helped as I managed to take time to analyse what was actually causing me stress and what I can do to prevent or reduce this stress.

We then looked at how important our mental health and wellbeing is. We made a list of all the things that stressed us out and looked at the effects this stress could be having on us, allowing us to see what changes could be made and how this might help us. We have also looked at safeguarding, learning how to stay safe and how to become more aware of what is going on around us as well as what options we have if we are ever concerned.

Beatrice

A word to the wise...

Year 10 seems a lot more stressful than it actually is. Days feel a lot quicker and are enjoyable! The school day is structured well with breaks and makes it not feel too long. Lessons are easy to engage with and interesting. Homework is still set but we are being encouraged and advised to look over work completed in class or notes we have taken. The staff team are understanding.

If I could give any tips to students starting Year 10, I would say make sure you pack your bag the night before, keep current workbooks in a separate pile to completed workbooks as there are lots of workbooks with all of our different subjects.

Poppy

YEAR 11

Head of Year: **Mr J Stockwell**
Asst Head of Year: **Miss T Ishola**
Pastoral Support Officer: **Mrs S Warren**

Hi all,

We hope the half term break was restful – as it was much needed - but also productive for the students. We return to a busy half term as students prepare for GCSEs.

Careers morning

We started this half term with the Careers morning, where students heard from a speaker from St Mary's University who discussed the differences between College and Sixth Form; and from a Specialized Clinical Physiologist (Neuro), from St Helier Hospital, who talked about apprenticeships within the NHS and roles students may never have heard of. This was followed by an in-class session, engaging with activities from the platform Unifrog, a destinations platform that assists in all aspects of planning for the future and holds the world's biggest database of Post 16 and Post 18 opportunities.

Students continue to work with Mrs Phelps-Gardiner, our Careers & Work Experience Co-ordinator, to complete applications, focus on future aspirations and for some of the challenges our students will undertake in the transition from Key Stage 4 to Key Stage 5.

Assemblies

We were also pleased to have our first in-person assembly, last Friday, by Mr Conduit-Smith. Students were enlightened with facts about the women in the workplace and the importance of surrounding yourself with positive and ambitious role models. Next week we celebrate International Women's Day and hope that the lessons from our tutor time, and Mr Conduit-Smith's lessons, will inspire our students to excel in any task they set their minds to.

Supporting your child

In the spirit of the next steps, we approach the most important time in our students' educational career to date and, together with parents and guardians, aim to make our students as fully prepared as possible. Mood changes, appetite and sleep tend to be the main changes that occur during this run up to assessments and

GCSEs. We would appreciate you working alongside school to support students in whatever capacity possible. You could:

- Ask specific questions about their day to show an interest in their learning and be more involved
- Help to create/amend an existing revision timetable
- Helping to organize and create a conducive working space/environment
- Encouraging rest breaks and getting fresh air

We acknowledge many parents and guardians are already very proactive in the lives of their children during this crucial time in their academic journey; and we are very grateful for this.

Upcoming events

PHSE drop down day – 10th March

Parents Consultation – 17th March. Please make sure you have booked in to see all your child's teachers. It's imperative we collaborate with each other to support exam preparations.

Final words

As always, we thank you for your continued support of our students. We have a very important fortnight ahead with some students filming their Dance GCSEs, some undertaking monologues in their Drama GCSEs and a large number completing their practical exam in their GCSE for Hospitality and Catering. We hope that with the extensive preparation from staff and support from home, our students will be able to flourish in these assessments and replicate the excellence we have seen throughout the year.

Once again, thank you for your continued support and if you would like to discuss your child's progress and wellbeing then feel free to contact me on jimstockwell@carshaltongirls.org.uk

Many Thanks

Jim Stockwell and the Year 11 team

SIXTH FORM

Director of Sixth Form: **Mrs B Norman**
Head of Year 13: **Miss L Bevan**
Head of Year 12: **Miss R Gibbs**
Pastoral Support Officer: **Mrs H Connolly**

Year 12

Many universities will be running summer schools so we are asking students to start looking around and applying. These experiences will be very beneficial for their Post 18 applications.

Year 12 need to be thinking about where they might like to go and see if that particular university is running a summer school. *Then apply*. They can put their tutor, Miss Phelps-Gardiner, or Miss Gibbs to act as a reference on their applications.

Start looking around, <https://www.unitasterdays.com/> is a good website to check out.

Year 13

Students are now getting their offers back from their chosen universities. Once they have all of them in and have done their research, they can choose their firm choice and insurance choice.

When choosing their insurance choice, the grade requirement should ideally be lower than their firm choice. If they're not ready to make those decisions yet, don't worry as they have plenty of time to make those decisions. If they've made their decisions, then they can start to look at accommodation.

Student finance applications for 2022/23 are now open – here's how to apply.

Student finance applications will need to be completed online and it is worth reading through the student finance documents before you begin. You will find the details at <https://www.gov.uk/student-finance>

A useful advice site is moneysavingexpert.com.

For students in Year 13, who are not going to university, applications for apprenticeships are currently open. There is a lot on offer so please encourage them to have a look at the opportunities - keep reminding them to check their emails, Teams and websites.

Miss Bevan and Miss Gibbs

Opportunities for Year 12 and 13

Future Learn

Future Learn is offering a free course called University and Your Future: Career Planning and Making the Most of Your Degree Course.

On this course students will identify their strengths and learn how to use their time at university to explore career options and prepare for future job roles.

It will help anyone unsure whether university is right for them to identify how to make the most of a degree to better their employability after graduation.

For more information and to join the course visit:

<https://www.futurelearn.com/courses/career-planning-and-your-degree>

Get the Jump Skills for Life

A 'Get the Jump' Skills for Life content hub has been created on the National Career Service website which contains clear and helpful information about all Post-16 and Post-18 choices. Whether you know where you are heading in the future or not, knowing the choices that are available for you is a great place to start.

Visit the website and start exploring:

<https://nationalcareers.service.gov.uk/explore-your-education-and-training-choices>

Guide to Careers Options 2022

This year the guide is brimming with all kinds of informative advice for students such as how to choose the right path, what the application journey is like, all the different types of industries out there and insights on what it's like to work for some of the top 100 Employers!

<https://www.ratemyapprenticeship.co.uk/top-employers/guide>

Year 12 students – considering applying to Cambridge

Those of you considering applying to Cambridge will be interested in attending a live Zoom Q&A session, hosted by Pembroke College. You can book your place here:

[Year 12/S5 Cambridge Information Sessions | Pembroke](#)

UCAS Higher Education Convention

Tuesday 15th March 2022, at the ExCel Centre in London

To assist with the decision-making process, we have booked places for all Year 12 students to attend the UCAS Higher Education Convention on Tuesday 15th March 2022, at the ExCel Centre in London. Even if at this point students are not thinking about going to university we would still like them to attend as there will be a range of alternative opportunities such as apprenticeships available to them.

The day will be an opportunity to visit hundreds of stands featuring information from a variety of universities from all over the UK and abroad. Students will be encouraged to attend seminars which will talk about student finance and advice on writing personal statements.

[London UCAS exhibition 2022 | Exhibition | UCAS](#)

National Apprenticeship Useful Websites

How apprenticeships work. <https://www.apprenticeships.gov.uk/apprentices/how-do-they-work>

How to search for an apprenticeship to apply for on the national government site – input an area of interest and your postcode and it shows you business's seeking apprentices in their local area.

<https://www.apprenticeships.gov.uk/apprentices/browse-apprenticeships>

APPRENTICESHIP LEVELS EXPLAINED
Ranging from intermediate to degree level

Amazing Apprenticeships

Apprenticeship levels range from level 2 (intermediate) through to level 7 (master's level) in more than 1,500 different job roles.

There are four types of apprenticeship

- Intermediate (level 2)
- Advanced (level 3)
- Higher (levels 4 and above)
- Degree (levels 6 - 7)

L2 Intermediate

L3 Advanced

L4+ Higher

L6-7 Degree

Advanced apprenticeships
Advanced apprenticeships are considered to be the same level as two or three A level passes. Many individuals who have completed their A levels or other level 3 qualifications will undertake an advanced apprenticeship as it will enable them to gain experience in the workplace and undertake a variety of different tasks.

Higher apprenticeships
Higher apprenticeships include qualifications at levels 4 and above. They can be suitable for those looking to progress from level 3 qualifications, including advanced apprenticeships.

Degree apprenticeships
Degree apprenticeships are offered by universities and other higher education providers. They contain either a full degree or degree-level qualification and go up to master's level (which is post-graduate).

Intermediate apprenticeships
Intermediate apprenticeships are typically considered to be the same level as five GCSE passes.

Intermediate apprenticeships are a fantastic way to get started with your career in an entry level role within an organisation.

Which level is right for you?
The type of apprenticeship undertaken will depend on both the needs of the employer and the job role as well as the apprentice, their previous experience and qualifications held.

Your training provider will also be able to guide you as to the most appropriate level for you.

GOLDEN TICKETS

Staff award Golden Tickets for excellent work, effort or attitude to learning or improvement in class.

Most Golden Tickets for the period 7th to 25th February

Year 7

Thashmiga	7B2
Tiffany	7B2
Tracey	7Y2
Isabella	7G

Year 9

Hatti	9G1
Aisha	9G2
Nyla	9G2

Year 11

Sofia	11Y2
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Year 8

Belinda	8R2
---------	-----

Year 10

Kat	10Y2
-----	------

Sixth Form

Marium	12R1
Caterina	13R1



Competitions

The CHSG House Quiz competition:

Open to Years 7 to 10, this competition takes place on Thursdays during the month of March for each year group. Come and test your knowledge of not only school subjects, but of current affairs and more general topics too!

Please see **Mr. Richardson** for more details, if needed.

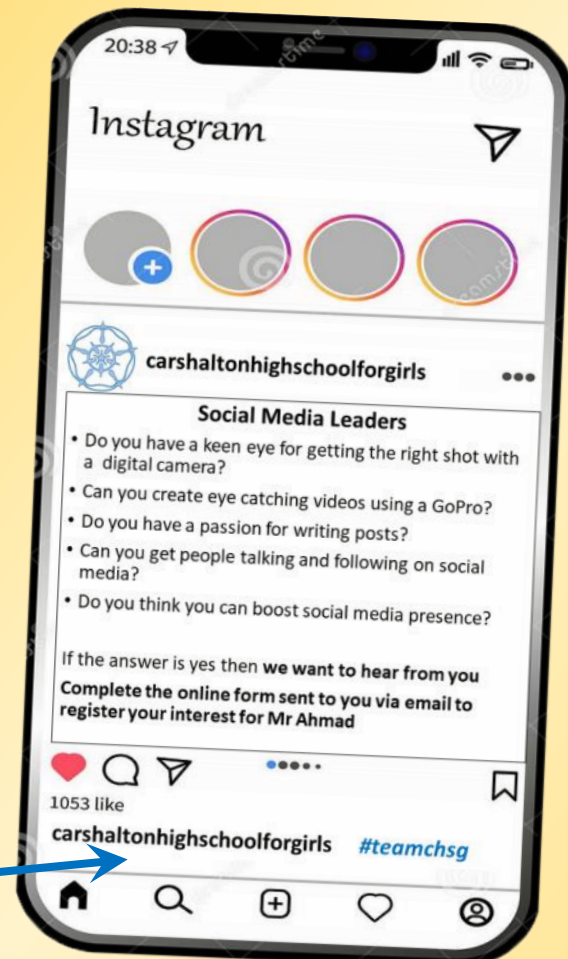
The CHSG Kindness competition:

Open to all, you will need to design a piece showing what Kindness represents to you. The winning entries will be added to the final mural in the Kindness corner in the school!

The CHSG annual MFL competition:

Please check your TEAMS notifications/emails for details from the MFL department about how to enter this year!






Are you a Social Media Leader?



Canteen Menu Cycle

WEEK 1

21 FEB, 14 MAR, 4 APR, 25 APR, 16 MAY, 6 JUN, 27 JUN, 18 JUL

MEAT/ FISH					
	American Cheeseburger with Burger Sauce & Potato Wedges	Chicken Korma Curry served with Rice & Naan Bread or Poppadum	Roast of the Day served with Roasties & Seasonal Vegetables	Beef Cottage Pie served with Seasonal Vegetables	Battered Fish served with Chips and Peas or Baked Beans
					
	Sweet Potato & BBQ Jackfruit Burger served with Potatoes Wedges	Cauliflower & Chickpea Curry served with Rice & Naan Bread or Poppadum	Butterbean stew served with Roasties & Seasonal Vegetables	shepherdless pie served with Seasonal Vegetables	Vegetarian Spring Roll with Chips & Peas or Baked Beans
	Chocolate Brownie	Lemon Drizzle Cake	Peach Cobbler	Carrot Cake	Cornflake Tart






WEEK 2

28 FEB, 21 MAR, 11 APR, 2 MAY, 23 MAY, 13 JUN, 4 JUL, 25 JUL

MEAT/ FISH					
	Traditional Baked Sausages served with Mash Potatoes & Peas	Spicy Chicken Curry served with Rice and Naan Bread or Poppadum	Roast of the Day served with Roasties & Seasonal Vegetables	Chicken & Sweetcorn Pie served with Seasonal Vegetables	Battered fish served with Chips and Peas or Baked Beans
					
	Baked Quorn Sausages served with Mash Potatoes & Peas	Sweet Potato & Coconut Curry served with Rice and Naan Bread or Poppadum	Jambalaya Stuffed Pepper served with Roasties & Seasonal Vegetables	BBQ Baked Bean & Veggie Sausage Pie served with Seasonal Vegetables	Homemade Fishless Cake served with Chips and Peas or Baked Beans
	Rice Pudding & Jam	Marble Cake	Banana Loaf	Golden Syrup & Apple Sponge	Bread & butter pudding

WEEK 3

7 MAR, 28 MAR, 18 APR, 9 MAY, 30 MAY, 20 JUN, 11 JUL

MEAT/ FISH					
	Beef chilli & Rice served with Tortilla Chips with assorted dips	Breaded Chicken Katsu served with Coriander Rice & Cucumber Salad	Roast of the Day served with Roasties & Seasonal Vegetables	Beef Lasagne served with Garlic Bread & Chef's Salad	Battered fish served with Chips and Peas or Baked Beans
					
	Bean Chilli & Rice served with Tortilla Chips with assorted dips	Veggie Thai Green Curry served with Coriander Rice & Cucumber Salad	Butternut & mushroom Wellington - served with Roasties & Seasonal Vegetables	Veggie lasagne served with Garlic Bread & Chef's Salad	Sweet Chilli Jackfruit "Crabless" served with Chips & Peas or Baked Beans
	Apple Crumble	chocolate orange sponge	Pineapple Upside Down	Sticky Toffee Pudding	Banana Loaf

Supporting young people in times of conflict and uncertainty

A brief guide for parents/ carers

Bad news, scary events and tragedy have been a recurrent theme over the past few years and the current crisis in the Ukraine is affecting many people in different ways.

It is not unusual for young people (and adults) to be thinking about “*what if... what if this happens? what if that happens?*”. However, there are steps you can take to help your teen cope with the worry and also take care of yourself.

What you can do to help your teen

Space

- Make space *and* time to talk about what is happening. By doing so, you are making it clear that their worries, questions and feelings are important to you.
- Ask open questions that show you want to hear more ... “How does this make you feel?” or “What do you want to know about this?”

Validate

- Let them know that what they are feeling is ok, even if it doesn't make sense to you. Avoid comments like, “don't be silly” or “you shouldn't worry about things like that”.
- Let them know that you can understand why they would feel sad, anxious, angry, etc.

Information

- Be prepared for questions.
- Be informed. This can be particularly difficult with media and reporting and trying to find balanced information, but this can also be shared with your teen. If they use social media the idea of “filters” can be useful in helping them realize that not everything they see and read may be true or accurate.
- Share information about positive steps being taken to keep them safe and about acts of kindness and compassion.

Honesty

- Don't make false promises or guarantees.
- It's better to be honest about the fact that we don't always have the answers and to demonstrate that uncertainty is OKAY.

Normalise

- Make sure that children and young people see that the difficult feelings they might experience as a response to this situation are normal reactions to difficult circumstances.



Are you OK
south west
London?

- It's okay to feel scared, worried and sad. These feelings aren't very pleasant but it's okay to feel them and good to talk about them.

News/Social Media/Technology

- With all the benefits of technology come some challenges, including managing our own wellbeing and mental health in the face of 24/7 media and information. This can increase people's sense of fear and worry.
- **Limit exposure to social media and the news.** As well as the possibility of misinformation, the language used in news reporting is often quite sensational, which can be frightening and confusing for children, young people and even us as adults.
- **Switch off**
Consider how you want to engage with current events/news/media/social media. The constant "alerts" on our phone can increase the sense of relentless ad news and increase worry. Consider disabling notifications, unfollowing some channels or deleting apps.
- **Balance**
 - Bad news will always exist in the world but that does not mean you are obligated to hear it, see it or read about it.
 - Even in the worst of times, there are still positive things happening in the world. Look out for these or even better search them out, this will provide a more balanced perspective than all the scary news which can dominate mainstream media.

Other things you can do

- **Not everyone likes to talk.** Offer other ways for children and young people to express their feelings. This is a very brief video for children and young people which may be helpful [Advice if you're upset by the news - CBBC Newsround](#)
- Often when we feel anxious we also feel stuck or helpless. Even in a crisis young people and families can get involved- volunteering, donating, getting involved locally can help people feel that they are doing something and therefore feel less helpless.
- Talking positive steps can bring hope and is a way for young people to have a sense of agency and effectively problem solve.
 - Raise money to help related charities e.g. United Help Ukraine www.unitedhelpukraine.org, the British Redcross Emergency Appeal www.redcross.org.uk
 - Write to your MP; www.parliament.uk for info

If you are worried about your child, your teen or even yourself please do not hesitate to reach out and speak to someone; schools, GP, faith and community groups can provide support and signpost you to services if needed.

SECOND HAND UNIFORM SCHEME 2021-22

Is your uniform a bit of a misfit?

Do you no longer need it or do you need an upgrade?

Why not donate it back to school where it can help to **reduce**, **re-use** and **recycle**?

How do I donate second hand uniform?

Due to Covid-19 please follow the guidelines below.

- All items **MUST** be washed at 60 degrees and bagged up.
- Please itemise everything in your donation bag by type, size and quantity.
- Please attach this list to the outside of the bag
- Please deliver your uniform donations to reception or send in with your child to pass to their Head of Year

Uniform that is in lost property and is unnamed and unclaimed by the end of the academic year will be considered second hand uniform.



Attendance Carshalton High School for Girls

We understand that all of our students and their families have been affected by the COVID pandemic and that we all continue to face challenges even though many of the restrictions have now been lifted. The disruption to learning has been unprecedented and it is crucial that we continue to focus on ensuring all of our students attend school regularly. Research has shown there is a strong link between good attendance and excellent progress.

The information we have provided outlines our systems for supporting students and their families to ensure good attendance. Please take the time to review the information and if you have any questions or you would like to speak to someone about attendance please discuss this with your daughter's pastoral team.

We recognise attendance has been affected during the course of the pandemic and we want to work with all our students and parents to support and promote good attendance here at CHSG.

Traffic light monitoring system

The 'traffic light system' can be used to track, monitor and plan actions to improve a student's attendance. The example provided suggests different actions that schools can take at different levels of attendance.

Example of a monitoring and planning system for improving school attendance



Attendance levels are good to excellent

Positive encouragement/incentives/rewards required to maintain high levels of attendance.



Attendance levels beginning to cause concern

Analyse data and provide reports to regularly monitor attendance/reasons for absence, patterns etc.

Letter from school expressing concern and advise that future absences may not to be authorised unless medical evidence is provided. Support offered through the pastoral system



Attendance levels causing more significant concern

Analyse data and provide reports to regularly monitor attendance/reasons for absence, patterns etc.

Second Letter from school expressing concern. Meeting with parents to outline concerns and offer pastoral and Educational Welfare Officer (EWO) support.



Attendance decreased to an unacceptable level – below persistent absence rate – despite interventions by school staff

Parents invited to a meeting/attendance panel with EWO/HoY at school and Attendance Action Plan/contract agreed.

A date for plan/contract to be reviewed agreed at the meeting (three to four weeks), individual attendance target set

**Below 85% – EWO refer to LBS for further action if appropriate.



Facts about poor attendance

Missing out on lessons leaves students vulnerable to falling behind. Students with poor attendance achieve less in their GCSEs and A-level compared to students with good to excellent attendance.

Table 1 puts absence in the context of the days children miss at school based on a school being opened for 190 days per year and **Table 2** puts absence in the context of the lessons missed based on a school being opened for 190 days per year.

Table 1

Number of days absence	Equals attendance one school year
9.5 days	95%
19 days	90%
28.5 days	85%
38 days	80%
47.5 days	75%
57 days	70%
66.5 days	65%

Table 2

Number of lessons missed	Equals attendance one school year
47.5	95%
95	90%
142.5	85%
190	80%
237.5	75%
285	70%

